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Report of questionnaire study reflecting the views of 41 percent of 1959 graduates on such factors as: Student work and study habits, financial resources, reasons for entering Roosevelt, extracurricular activities, and personal feelings about the university. Some generalizations based on findings were: Students usually made broad vocational choices by end of sophomore year of college, about 82 percent of students combined work and study, graduates emphasized need for greater proficiency in communicative skills, and bulk of graduates spent only 2 years at Roosevelt University.

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PLACEMENT FOLLOW-UP STUDY,
CLASS OF 1959,
February - June - September

By

Arthur R. Eckberg •

ROOSEVELT UNIVERSITY
Chicago 5, Illinois
September
1960.

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LIST OF TABLES

TABLE		PAGE
TABLE I	NUMBER OF GRADUATES RESPONDING	5
TABLE II	NUMBER OF YEARS AT ROOSEVELT	7
TABLE III	ARE THEY HAPPY ON THEIR JOBS?	9
TABLE IV	RELATIONSHIP OF PRESENT POSITION TO COURSE OF COLLEGE STUDY	11
TABLE V	PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES	13
TABLE VI	GRADUATES WHO WOULD PARTICIPATE IN EXTRA- CURRICULAR ACTIVITIES IF THEY COULD RELIEVE THEIR COLLEGE EXPERIENCES	14
TABLE VII	I. PERCENT OF STUDENTS WORKING PART-TIME II. REASONS FOR WORKING	15
TABLE VIII	REASONS FOR ENTERING ROOSEVELT UNIVERSITY	17

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THE ROOSEVELT UNIVERSITY CLASS OF 1959

FOREWORD

This is the second in a series of follow-up studies conducted by the Placement Office to determine the effectiveness of our educational efforts. The various comments and reactions reported herein reflect the attitude of 44 per cent of the Roosevelt University Class of 1959.

It is the purpose of this paper to examine briefly student views concerning a multiplicity of factors. We were interested in such information as student work and study habits, their financial resources, their reasons for entering Roosevelt, their views concerning extra-curricular activities, and their personal feelings about Roosevelt University.

The usefulness of this study is mirrored in a variety of ways. Essentially, it provides the University with an expression of alumnae opinion regarding its efforts to serve the needs of the community. It has focused attention to the fact that the majority of our students come to us after several years of college elsewhere. It has demonstrated an awareness, on the part of graduates themselves,

of the need for greater emphasis on academic achievement, higher retention standards, and the improvement of both internal and external public relations. It should serve to alert the faculty and administration to the role and future potential of the University.

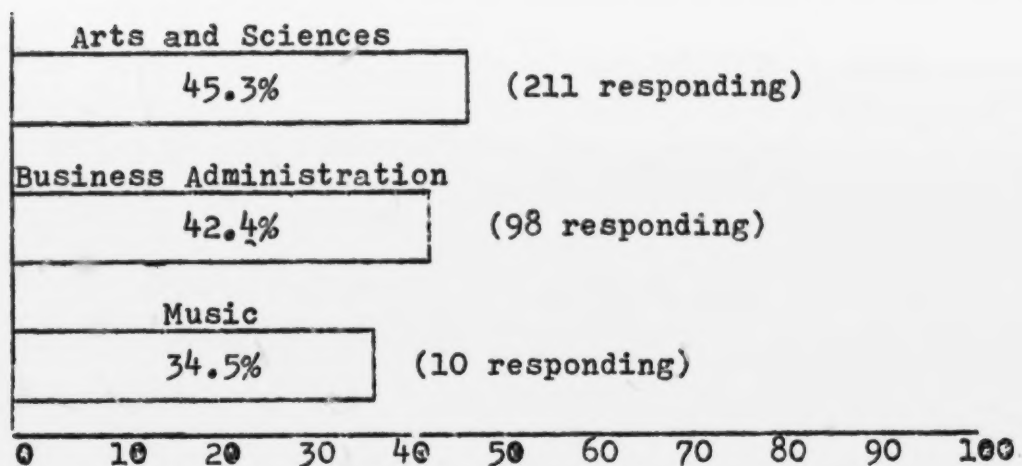
The results of higher education are often not discernible until the passage of ten, twenty, or even twenty-five years. The '59ers are still in the process of getting established in their respective fields, getting married, starting families, finishing graduate training, or completing their military service obligations. Therefore, this report, as in the case of last year's study, lacks depth of time and experience. Efforts to analyze the data and draw conclusions must therefore be qualified.

WHO WERE THE SURVEY RESPONDENTS?

A total of 319 Roosevelt University graduates (44 per cent of the class) participated in this study. The data was gathered from questionnaires sent to the 726 graduates of the three classes of 1959 - February, June, and September. This 44 per cent response compares with a 31 per cent return last year - an increase of 13 per cent. This is the largest response ever received in any study of RU graduates. Several efforts were made to contact each of the 726 graduates. No personal contact was established with any of the graduates. All communications were made by mail. An additional number of survey forms arrived

too late for inclusion in this study. By actual count these late responses increased the total return to 51 per cent.

TABLE I
NUMBER OF GRADUATES RESPONDING (319)



Education majors accounted for 28 per cent of the return and Accounting majors represented 12 per cent. In the class of 1959 it should be noted that Education graduates actually comprised 27 per cent of the total class and Accounting graduates 12 per cent.

SOME INTERESTING CHARACTERISTICS OF THIS CLASS

About 48 per cent of the 1959 class were married at the time this survey was made, and fewer than 2 per cent were separated, widowed, or divorced. Approximately 4.1 per cent of the married graduates reported they had children.

The respondents listed some 110 other universities and colleges as schools previously attended. In order of rank, the most frequently listed schools were: (1) Univ. of

Illinois; (2) Wright Junior College; (3) Wilson Junior College; (4) De Paul University; (5) Indiana University; (6) Chicago Teachers College; and (7) Northwestern U.

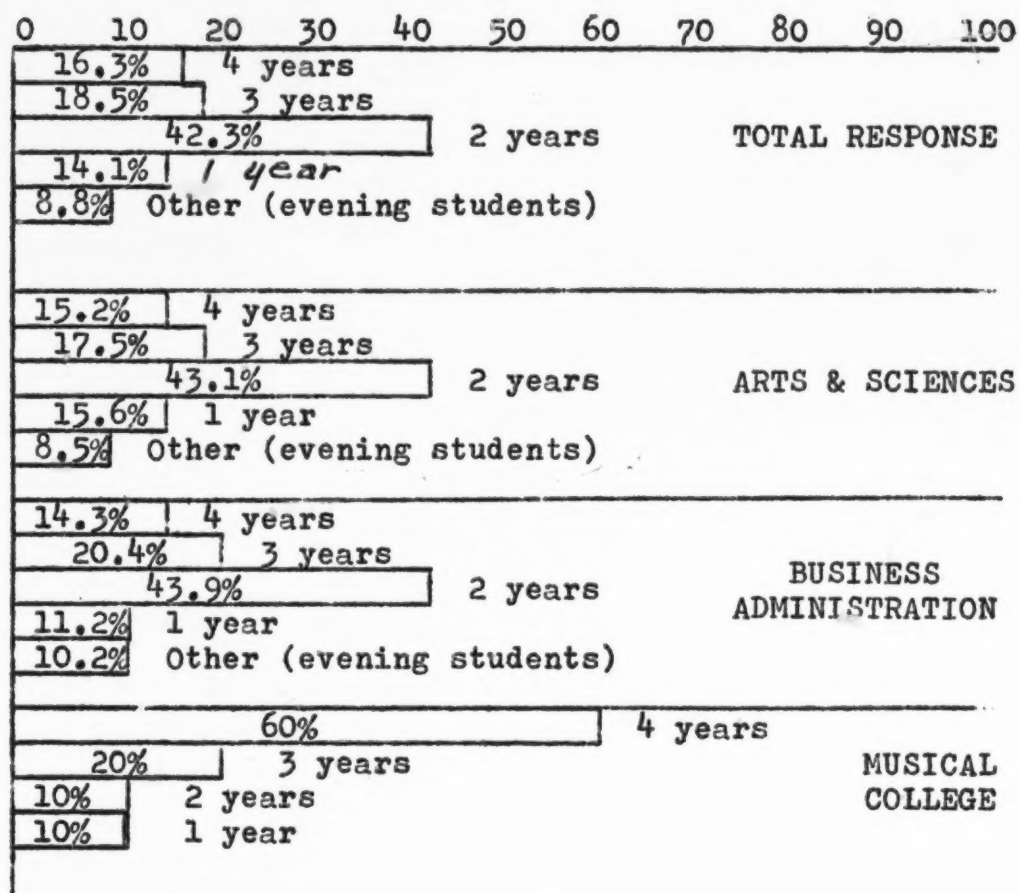
Another finding revealed by this year's questionnaire points up a basic problem when it comes to involving RU graduates in alumni affairs. Only 16 per cent of the '59ers had spent all four years at Roosevelt. The greatest portion (42.3 per cent) were at Roosevelt only two years. The Chicago Musical College graduates were the exception, wherein some 60 per cent of them spent four years at Roosevelt. In the College of Arts and Sciences the four year student represented 15.2 per cent of the class; in the College of Business Administration the four year student accounted for 14.3 per cent of the total class.

Our survey reveals also that many '59ers decided at a rather early age to attend college. Specifically, 49 per cent of the Arts and Sciences respondents indicated that they had made plans to attend college while still in elementary school. In the College of Business Administration the number of graduates in this category was 25 per cent. About 30 per cent of the College of Music graduates said they had made early decisions to enter college.

Vocational plans, though not entirely set, were fairly positive by the time most of our respondents had graduated

from high school. About 37 per cent of this class reported that their career plans were positive by the time they had entered college. Forty-five per cent of the Arts and Sciences respondents and sixty per cent of the Chicago Music College graduates made vocational choices during high school days. Fewer Business Administration graduates had elected a vocational choice by the time of high school graduation; only 22 per cent were in this early category, whereas 44 per cent made vocational choices during their first two years of college. The Arts and Sciences figures are not unusual when one realizes that Education majors constitute the largest per cent of graduates at Roosevelt.

TABLE II
NUMBER OF YEARS AT ROOSEVELT



DO GRADUATES LIKE THEIR PRESENT JOBS?

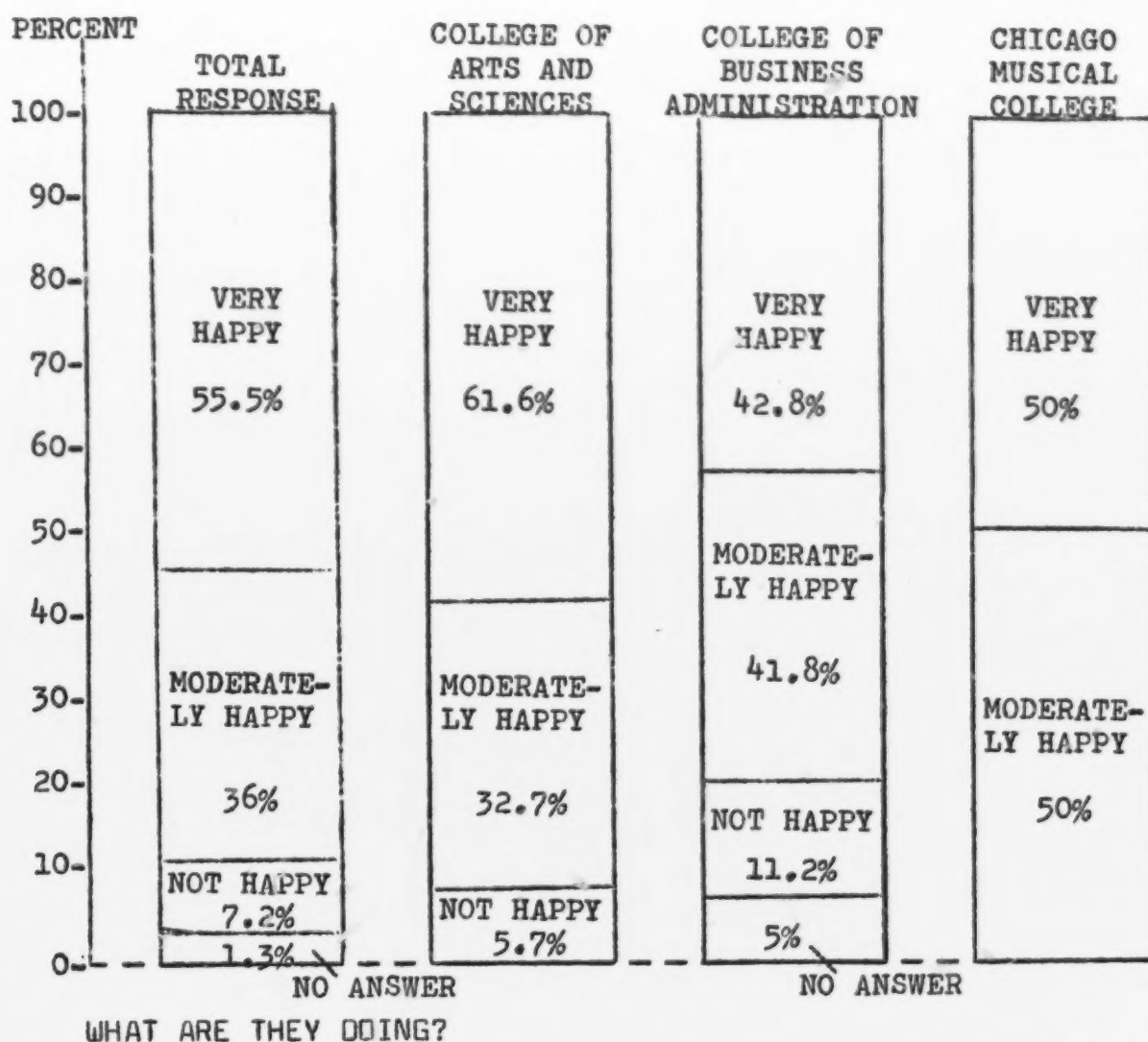
In contrast to the class of 1958, the graduate of 1959 found the employment market "bullish" and therefore to his liking. Most respondents reported they had received three or four job offers prior to accepting their current job.

The majority of respondents reported they were either "very happy" or "moderately happy" with their employment. Fewer than 8 percent of the respondents said they were "not happy" with their current situation. Some graduates in this category felt that job discrimination was the reason for their inability to obtain "better" employment. Women graduates accounted for the majority of respondents in this "not happy" category.

The 1959 graduate cautioned the 1960 job seeker not to pursue the dollar sign. New graduates were urged to take a long look before accepting career employment. Many of those who reported they were "very happy" indicated they had spent considerable time and effort researching their present company and current job. Graduates were also warned not to treat employment as a fringe benefit.

Some respondents felt that their experiences at Roosevelt had actually aided them in adapting to the working world. Respondents spoke of the down-to-earth treatment of classroom subject matter and the ability of some faculty members to effectively relate course work to job reality. Students also felt they had obtained a better understanding of interpersonal relationships while attending Roosevelt.

TABLE III
ARE THEY HAPPY ON THEIR JOBS?



Today as never before the skills and abilities of our young graduates are being put to use in Chicagoland business and industry. Roosevelt graduates are finding their services in demand in all areas of employment. According to this year's survey, the class of 1959 is employed as follows:

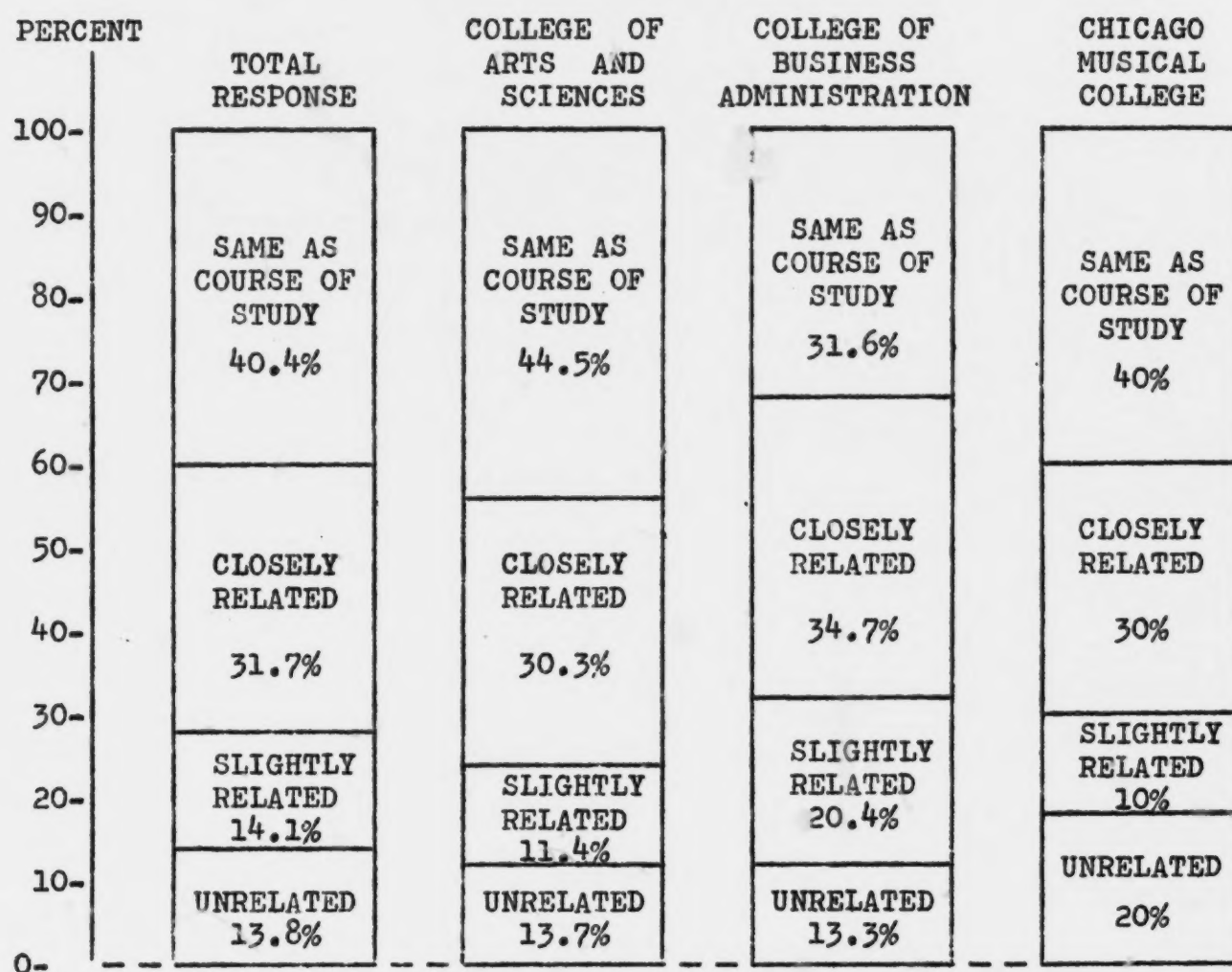
- (1) 36 per cent are employed in business and industry
 - a. Manufacturing (includes industrial accounting) - (13%)

- b. Accounting (mostly public accounting) - (6%)
- c. Retailing - (6%)
- d. Communication and Utility - (5.5%)
- e. Insurance - (3%)
- f. Advertising and Public Relations - (2.5%)
- (2) 29 per cent in teaching or educational work
- (3) 10 per cent in Government employment
- (4) 10 per cent in graduate training
- (5) 9.5 per cent in social service work
 - a. Social work - (3.5%)
 - b. Religious work - (3%)
 - c. Medical work - (3%)
- (6) 5.5 per cent in other employment
 - a. Housewife - (3%)
 - b. Miscellaneous - (2.5%)

RELATIONSHIP BETWEEN PRESENT JOB AND COURSE OF STUDY

There seems to be a high degree of relationship between college course of study and the first permanent employment after college graduation. Approximately 72 per cent of those responding indicated a "close" relationship. Another 14 per cent indicated a "slight" relationship between course of study and job placement. Among Arts and Sciences graduates this high figure is doubtless due to the fact that such a high percentage of our 1959 class were Education majors- or had taken positions in teaching. The College of Business Administration figure, although lower, is due largely to the high number (12%) of Roosevelt Accounting graduates. These figures represent almost the same percentage as was reported in our study of the RU class of 1958.

TABLE IV
RELATIONSHIP OF PRESENT POSITION
TO COURSE OF COLLEGE STUDY



THIS MATTER OF MONEY

An average of \$425 a month was earned by the graduate of 1959 after a full year of employment. Graduates in the College of Business Administration earned an average of \$435 a month. Liberal Arts graduates were earning an average of \$398 a month. Respondents from the Sciences reported an average monthly income of \$459 and Music

College graduates were earning approximately \$410 a month.

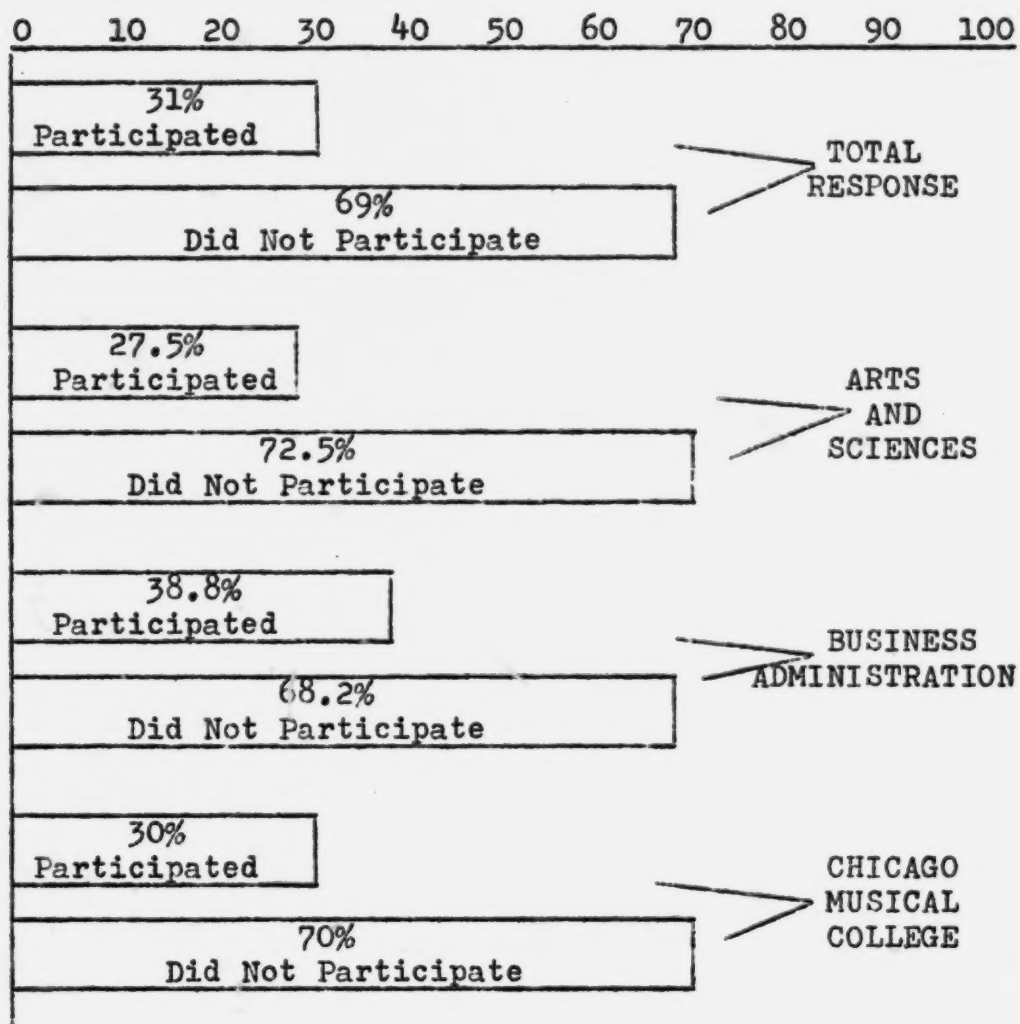
Highest salaries were reported by graduates in Physics, Chemistry, Management and Accounting. Lowest salaries were reported by graduates in Sociology, Philosophy, and Political Science. On a 10 month pay basis, Education majors reported the highest monthly earnings. Salaries in this field tend to be higher in Chicago - with an average of \$500 a month.

THIS MATTER OF EXTRA-CURRICULAR ACTIVITIES

One of the persistent problems faced by our Administration is the area of extra-curricular activities. The problem may not be just one of student participation, but perhaps is one of providing more stimulating activities. About 31 per cent of the 1959 class reported they had not taken part in any form of activity while attending Roosevelt. Only 22 per cent of this group said they lacked an interest in such functions. Of the 31 per cent not participating, about 69 per cent stated they "had to work" thereby precluding their attendance at extra-class affairs. These figures are almost the same as reported by the class of 1958.

It is surprising to discover Business Administration students taking a more active role in extra-curricular activities than their classmates in Arts and Sciences. This matter first came to light in our previous study of the class of 1958. In this year's study the percentages are almost the same as previously reported.

TABLE V
PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES



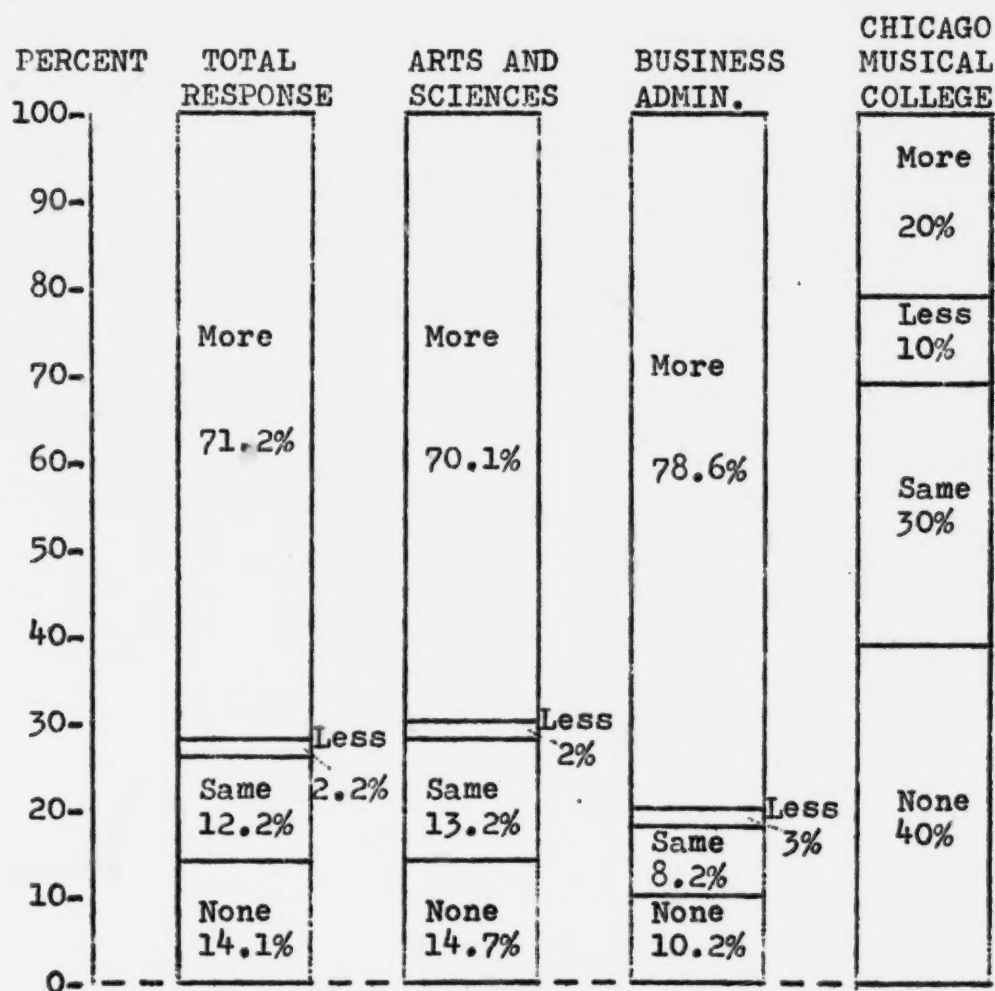
Students in the College of Business Administration, more than those in other colleges, appear to place greater importance on the value of activities. There can be several reasons for this: (1) the belief that such activities aid in career job placement; (2) the fact that campus recruiting representatives from business place a premium on such participation; (3) the organizational abilities of business students; (4) the interest generated by the faculty of the College of Business Administration in supporting and sponsoring activities; and (5) the

outside stimulus for student participation in such affairs, as provided by the senior members of such organizations as SAM.

Complicating the picture was the implication that extra-curricular activities should be increased - or perhaps scheduled at different hours. Graduates were asked if they would consider participating in activities were they to relive their college experience. Well over 70 per cent of our survey respondents said they would participate "more than before," while only 14 per cent indicated "not at all."

TABLE VI

GRADUATES WHO WOULD PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES IF THEY COULD RELIVE THEIR COLLEGE EXPERIENCES



PART-TIME WORK

The part-time job is the most frequently used method of helping students finance tuition payments. Each year it is possible for many students to earn a sum equal to the total amount of their Roosevelt tuition.

Our students spend too many hours working. The average number of hours worked is approximately 18 - a few respondents said they worked in excess of 30 hours a week while maintaining a full academic load.

Almost 94 per cent of the College of Business Administration graduates reported they had worked part-time while attending Roosevelt; 90 per cent of the Chicago Musical College respondents and 76 per cent of the College of Arts and Sciences graduates combined work and study.

TABLE VII

PART I - PER CENT OF STUDENTS WORKING PART-TIME

	TOTAL RESPONSE	COLLEGE OF ARTS & SCIENCES	COLLEGE OF BUSINESS ADM.	CMC
Worked	81.8%	75.8%	93.9	90%
Did Not Work	18.2%	24.2%	6.1%	10%

PART II - REASONS FOR WORKING

	TOTAL RESPONSE	COLLEGE OF ARTS & SCIENCES	COLLEGE OF BUSINESS ADM	CMC
Had to Work	69%	70%	67%	50%
Wanted to Work	31%	30%	33%	50%

The figures reported by the class of 1959 indicate the necessity of undertaking a study to determine, if possible, the effects of part-time working experience upon the student. It is obvious that outside work limits the extent to which our students may participate in extra-curricular activities. It is not so obvious what the relationship is between hours worked and academic achievement. A few respondents felt that excessive work activity resulted in poor grades, but by and large the majority of respondents had little or no excuse for not doing better academically. In a number of cases, students with excessive outside work commitments actually performed at a higher level than those of the same academic level who possessed sufficient study time. There is no indication in this study that part-time work had any adverse affect upon grade point averages. It is certainly not possible at this time to establish a maximum number of hours which could be worked without affecting or influencing grades.

THE ALMA MATER - WHAT THEY THINK OF IT

Again, as in last year's survey, the most frequently cited reasons for satisfaction with Roosevelt were:

- (1) The intimate contact with faculty and staff.
- (2) The interest on the part of faculty in student affairs.
- (3) The excellence of teaching.
- (4) The availability of classes at times desired.
- (5) The freedom allowed the faculty.

The majority of respondents expressed a warm feeling for their alma mater. Only 3.4 per cent of the graduates would not recommend Roosevelt to a friend or acquaintance. In the College of Arts and Sciences this figure was 2.8 per cent of the total response; in the College of Business Administration it was 5.1 per cent and in the Chicago Musical College there were no students in this category.

This year's study indicated to some extent why young men and women choose to enter Roosevelt. The most frequently cited reasons were: (1) Convenience of location; (2) Convenience of class schedules; (3) Financial reasons; (4) Faculty excellence; (5) Family influence; (6) Friends and relatives; and (7) Other reasons - ie., acceptance of previous credit, philosophy of the University, free tuition and/or recommendation by employer.

TABLE VIII
REASONS FOR ENTERING ROOSEVELT UNIVERSITY
(Breakdown by college)

REASONS	COLLEGE A & S	COLLEGE BA	COLLEGE MUSIC
Convenience of location	36%	36%	14.3%
Convenience of classes	21.3%	22.1%	14.3%
Financial reasons	16.4%	14.5%	7.1%
Family influences	3.7%	3.5%	-
Friends and relatives	8.6%	12.2%	-
Other reasons	4.6%	2.3%	7.1%
Faculty excellence	9.3%	9.3%	57.1%

CRITICAL COMMENTS CONCERNING

THE FACULTY - By and large, the respondents were critical of faculty members for these reasons: (1) the unavailability of faculty after class hours; (2) the low regard held by certain faculty members of the student body; and (3) the lack of school spirit or esprit-de-corp on the part of the faculty. A few respondents, though critical of such behavior on the part of the faculty, felt that such reactions represented an occupational idiosyncrasy of college teachers.

THE ADMINISTRATION - Many '59ers raised their voices against the management of the cafeteria. Graduates objected to the quality of the food, the lack of variety, the high prices, general uncleanness of the area, and the lack of imagination in appealing to college students. Respondents felt that this student area should be "gay, attractive, and full of collegiate atmosphere," yet lending itself to a certain sophistication. It is natural that students will always be critical of various aspects of University services, the cafeteria being one of their favorite targets. However, we should keep in mind the fact that this area is primarily for students (the main customers) whose criticisms should not be dismissed lightly.

THE CLERICAL STAFF - Many graduates reported incidents of obstruction and impoliteness on the part of University employees. Students were highly critical of the attitude assumed by some employees when it came to performing their required services.

FELLOW CLASSMATES - Fellow students were taken to task for displaying poor manners, an alarming lack of school spirit, a lack of interest in study and academic achievement, a failure to observe the honor system, and a lack of interest in supporting University functions. It is obvious from reading the various comments by respondents that many graduates have little, if any, real concept of the efforts taken by their University to screen out the poor student. Graduates displayed an unusual lack of knowledge about our admissions selectivity, our continuing efforts to weed out the unqualified, our efforts to provide better facilities and the like. It is also apparent that the class of 1959 does not really realize where the tuition dollar is spent, nor how it is spent on their behalf. It appears as if many of our graduates possess little ammunition to combat student, and community apathy regarding the University. (In passing, the student is not the only member of our community who needs and desires more factual information about the University).

CONCLUSION

Based upon this survey, the following generalities may be stated:

- ✓ (1) Our students, for the most part, had made broad vocational choices by the time they had completed their sophomore year of college.
- (2) Students came to us primarily because of these reasons:
 - a. convenience of location
 - b. convenience of class schedules
 - c. financial reasons
 - d. faculty excellence
- ✓ (3) Graduates recommended RU to others because of their satisfaction with the faculty.
- (4) An increasing number of students (35%) spend three and four years at Roosevelt. Still, the bulk of our graduates spend only two years at RU.
- ✓ (5) About 82% of our students combine work and study while attending Roosevelt.
- (6) While only 31% of the respondents had participated in extra-curricular activities, a resounding 71% would consider such activities "more than before", if they could relive their Roosevelt experiences.
- (7) Less than 4% of our graduates were not satisfied with their alma mater. The remaining 96% expressed warm feelings regarding Roosevelt.
- (8) Graduates frequently emphasized the importance of obtaining greater proficiency in the communicative skills.
- (9) Graduates spoke of the need for higher admissions standards, higher retention standards, improvement of plant facilities, increased school spirit, and the improvement of public relations.
- (10) An increasing percentage of our graduates are finding acceptance in the business and industrial world.